

declared itself in the reconstituted Tory party, and Disraeli not many months after his enrolment found himself in the opposite camp to his newly accepted leader. It was a case in which Peel's policy seemed to him to be * the conservation of the independence of the House of Lords provided it is not asserted.' The principal measures of the Melbourne Government in the Session of 1835 were the Irish Tithes Bill and the Municipal Corporations Bill. Both parties were agreed as to the policy of the conversion of the Irish tithes into a rent-charge ; but through, the clumsy strategy of the Whig leaders the Peel Ministry had been overthrown, not on a vote of want of confidence nor on any question that was worth fighting for, but on a motion asserting the barren principle of the appropriation of the surplus revenues of the Irish Church to secular purposes. Eventually, in 1838, the difficulty was settled exactly on the lines of Peel's original proposals, but for the present the Whig Ministers clung to this principle of appropriation with what even the Whig historian is constrained to call 'factious folly.'¹ In the present Session they carried through the House of Commons a Tithe Bill in which, in spite of the protests of Peel, appropriation found a place, and when the House of Lords, under the guidance of Lyndhurst, expunged the offensive clauses, Ministers abandoned the Bill. On the question of the English municipal corporations the two Houses again came into sharp collision. In his speech at Taunton in June Disraeli had spoken contemptuously of the Bill as 'a measure of such utter insignificance that he hoped the Conservatives would not condescend to oppose it' ; but he soon found himself strenuously supporting Lyndhurst in a campaign for converting the Government proposals into <a conservative arrangement.' Under Lyndhurst's direction the Bill was drastically amended in the House of Lords; but Peel, who had approved of its main principles during its passage through the House ¹ Walpole's *History* in., p. 312.

